

The Lockdown Lowdown

A Parent and Carer Guide to Remote Learning @HEA

Remote Learning Guidance

This guidance document is to inform parents and carers of the Academy's strategy to ensure the ongoing education of students under exceptional circumstances. 'Remote Learning' refers to the provision of work, teacher support, assessment and feedback from teachers to students in the event that normal lessons are unable to be delivered 'face to face'.

The [Coronavirus Act 2020](#) states that schools have a legal duty to provide remote education for state funded school children due to Covid-19. The direction came into force on 22 October and will have effect until the end of the school year, unless it is revoked by a subsequent direction.

Providing Work for Absent Students/Groups

Setting work for individual students

The number of students who are absent from school owing to reasons such as self-isolation may increase as we go through the winter months and setting work for these students on an individual basis is not feasible in terms of staff workload.

Subject teachers will ensure that class work resources, such as PowerPoints and worksheets, are uploaded to Google Classroom as soon as possible after the lesson has been taught 'face to face'. This should include any instructions to the absent student, as well as deadlines for the completion of work, and how it should be returned, if necessary.

Setting work for larger groups of students

Subject areas will be ready to immediately continue students' learning on Google Classroom in the event of a large group of students being unable to attend school, such as a whole bubble or several bubbles being sent home with little or no notice. It is essential that all subject areas use Google Classroom as their platform for setting work and uploading resources. Precisely how subject areas use Google Classroom to deliver online learning most effectively will differ according to individual subject needs.

Teaching of 'live' lessons

Subject teachers should teach a minimum of 1 live lesson a fortnight for KS3 classes, and 1 live lesson a week for KS4 and 5 classes. If, due to timetable constraints or other circumstances, it is difficult for subject teachers to deliver live lessons using Teams, then classes that can be taught live using this platform should be prioritised (such as KS4 & 5). For classes that do not receive live lessons using the Teams platform, the subject teacher must instead be online and available live to students on either Gmail or a Google Classroom chat stream during a timetabled lesson. In this instance, subject teachers should give personalised feedback to students, as well as answer any misconceptions and questions.

Using Microsoft Teams

Live streamed lessons must be taught using Microsoft Teams – no other live teaching platform is permitted (including Google meet). Live lessons may be used to deliver new content. However, this is not an expectation, and these lessons could instead be used as a flipped learning tool to review learning, address misconceptions, and answer any questions. Where possible, live lessons should be delivered during a timetabled lesson.

A summary of remote learning expectations is available in Table 1.

Table 1

Remote learning expectations – a summary:

Scenario	Students	Teachers
An individual student is well at home self-isolating	Continue to complete work independently via Google Classroom.	The subject area should have sequences of work available on Google Classroom for individual students to complete. There must be a clear and obvious link to the curriculum.
An individual member of staff is well but self-isolating or shielding.	Continue to complete work in school as set by the teacher.	Cover work should be set as normal. Ideally, this will include a blend of uploaded resources, pre-recorded and live lessons. Please note – delivering live lessons to students in school is not an expectation if subject teachers are working from home.
A 'bubble' of students are well but self-isolating/learning from home	Continue to complete work independently via Google Classroom. This will include a blend of uploaded resources, pre-recorded and live lessons.	In school and delivering a blend of uploaded resources, pre-recorded and live lessons. Subject teachers should deliver a minimum of 1 live lesson a fortnight at KS3, and 1 live lesson a week at KS4 & 5 per class. Full learning sequences should be immediately available on Google Classroom.
An individual member of staff in unwell and self-isolating	Continue to complete work either in school or at home depending on personal circumstances.	HOD to ensure work is set and resourced for students.
Full or local lockdown where the school is closed	Continue to complete work independently via Google Classroom. This will include a blend of uploaded resources, pre-recorded and live lessons.	There is no expectation that staff will be in school. Teaching methods should include uploaded resources, pre-recorded and live lessons. Subject teachers should deliver a minimum of 1 live lesson a fortnight at KS3, and 1 live lesson a week at KS4 & 5 per class. Full learning sequences should be immediately available on Google Classroom. Aim for all work for the week to be set on Google Classroom by 9.00 am on Monday .

Marking Work and Providing Feedback for Absent Students

Providing timely and helpful feedback will help to engage and motivate students, identify knowledge gaps, and track progress. The frequency of feedback should be at least in line with the current whole school Marking and Feedback Policy.

This policy stipulates that individual feedback should be given once every 4-6 weeks, or once per half term. Whole Class Feedback should be given at least once a half term. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school need to employ remote learning.

Possible methods of remote marking include:

- Using the “Comments” function on Google docs
- Sending private comments on the ‘Turn it in’ function on Google Classroom
- Using Google forms
- Giving verbal feedback to students, by attaching a file to Google Classroom
- Feedback via another website/piece of software, e.g. SENECA learning platform

Subject teachers will aim to acknowledge all work that is turned in, even if they don’t mark that particular piece of work.

Students who are Unable to Access Online Learning

Some students may not have access to online learning, or may do so with limited capacity. Where possible, the subject teacher must ensure that these students are receiving the same resources and feedback as students who have full access to home learning.

- Subject teachers should send home hard copies of any resources and work to be completed, with clear instructions and expectations.
- This should be sent home via the front office. An envelope with the Academy’s address on should also be sent home, for students to send back the completed work.
- The work can then be marked and sent home to the student.

Alternatively, subject areas may wish to provide readymade topic booklets which are available to be sent home immediately in the event of students being absent for 2 or more weeks.

Teaching and Learning Strategies

Basic principles

The EEF has found that the effectiveness of remote teaching is determined by many of the same factors that determine the effectiveness of live classroom teaching:

1. Ensuring students receive **clear explanations**
2. Ensuring growth in confidence with new material through **scaffolded** practice
3. **Application** of new skills and knowledge
4. Enabling pupils to receive **feedback** on how to progress
5. Setting work that allows students to work **independently**, with limited or no help from their parents/carers

From the remote learning survey conducted at HEA, 'clear instructions' was deemed the most important element of remote teaching for both parents and students. Further, 64 % of our students stated that 'not understanding the work' was the biggest issue which meant they couldn't work well from home. Whilst 36 % of parents stated the biggest issue was being unable to help if their child was stuck. **It is therefore essential that the 5 elements of effective remote teaching and learning outlined above are considered for every lesson**, whilst continuing to provide an appropriate level of challenge.

In summary, teaching quality is more important than how lessons are delivered, and different approaches to remote learning suit different types of content and students (EEF).

Support for students with SEND, EAL and other specific learning needs

Subject teachers should ensure that work is scaffolded for all learners when setting online tasks. Setting work with clear instructions through varied formats (e.g. recorded verbal, written, modelling) is particularly important for SEND and EAL students.

Tutors

Regular, informal contact with students by their tutor is important for student well-being and morale. In the event of a year group and/or whole school Lockdown, it is expected that the tutor has a daily process of phoning home to their tutees during the time ordinarily reserved for morning and afternoon registration.

During a 2 week 'bubble' isolation, it is expected that tutors make contact with all tutees once during that period. During extended Lockdown, it is again expected that the tutor makes contact with all tutees once a fortnight, to be repeated on a fortnightly basis.

Tutors will also be able to stay in touch with their form through posting on their Google Classroom page.

References

DfE:

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

EEF:

<https://educationendowmentfoundation.org.uk/covid-19-resources/>

Coronavirus Act 2020:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923539/Remote Education Temporary Continuity Direction -
Explanatory Note.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923539/Remote_Education_Temporary_Continuity_Direction_-_Explanatory_Note.pdf)